

Beginning Teacher Support and the New Principal Evaluation Process – Part II

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Standard 4: Human Resource Leadership (Priority 1)

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Practices: The school executive practices effective human resource leadership when he or she

1. Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results (**excerpts 4-1**);
2. Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness; (**4-2**)
3. Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy; (**4-3**)
4. Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development; (**4-4**)
5. Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school; (**4-5**)
6. Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff; (**Related to beginning teacher responses – trend data**). (**4-6**)
7. Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance; (**4-7**)
8. Provides for results-oriented professional development that is ... differentiated based on staff needs; and (**4-8**)
9. Continuously searches for the best placement and utilization of staff to fully benefit from their strengths; (**4-9**).

Standard 2: Instructional Leadership (Priority 2)

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

Practices: The school executive practices effective instructional leadership when he or she

1. ... guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals; **(2-1)**
2. Creates an environment of practiced distributive leadership and teacher empowerment; **(2-2)**
3. Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program; **(2-4)**
4. Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students; **(2-6)**
5. Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs; **(2-8)**
6. Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs; **(2-9)**
7. Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction; **(2-10)**
8. Creates processes that protect teachers from issues and influences that would detract from their instructional time; and **(2-11)**
9. Systematically and frequently observes in classrooms and engages in conversation with students about their learning. **(2-12)**

Artifacts (from both standards):

1. School improvement plan **(4-1 & 2-1)**
2. NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains for standard 4. **(4-2 & 2-2)**
3. Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher **(4-3)**
4. Teacher retention data **(4-5 & 2-5)**
5. Record of professional development provided staff and an assessment of the impact of professional development on student learning **(4-8)**
6. Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee **(4-9)**
7. Copies of professional growth plans **(4-10)**
8. Student achievement data **(2-3)**
9. Documented use of formative assessment instruments to impact instruction **(2-6)**
10. Evidence of the team development and evaluation of classroom lessons **(2-8)**